

Sunny Corner Pre School

Inspection report for early years provision

Unique Reference Number	EY347653
Inspection date	09 July 2008
Inspector	Margaret, Ann Sandfield
Setting Address	Buckland Community Centre, Roosevelt Road, Dover, Kent, CT16 2RA
Telephone number	07813561530
E-mail	
Registered person	Carol Packer
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunny Corner Pre-school is a privately run group. It opened in 2007 and operates from one main room in a community centre in Dover, Kent. A maximum of 28 children may attend the nursery at any one time. The nursery is open Monday, Wednesday and Friday from 09:30 to 15:30 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from two to under five years on roll. Of these, 25 children receive funding for nursery education. Children come from the local community. The nursery currently supports a number of children with special educational needs.

The Pre-school employs six staff. All of the staff, including the manager/supervisor, hold appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene and personal care. There are sound hand washing routines which help reduce the risk of cross-contamination and help children remain healthy. This fully supports their own good health and prevents the spread of infections to others. Children and staff follow good hygiene practices before preparing food. A well planned snack time encourages children to try a variety of fresh fruit, which they help prepare by cutting the fruit into segments. Staff talk to children about the different fruit and children are given choices. As a consequence, eating not only represents a social time for children, but helps them to learn about healthy eating. Snacks and drinks are provided in accordance with children's dietary needs and parents' wishes. Children's packed lunches are provided by their parents. Children's knowledge and understanding of healthy eating is not always supported well by some staff bringing in food/drink items that have little health benefit. Children independently help themselves to drinks of water throughout the session, which prevents them from becoming thirsty. Staff use pictures with captions in a display, to help children understand this routine.

Children enjoy a wide range of activities that effectively contribute to their good health. Each day children are offered a variety of energetic physical activities indoors and outdoors. Weather permitting they experience free 'flow play' between the two areas, giving them regular opportunities to be out in the fresh air. Staff erect a gazebo to protect children from rain or too much sunshine. All children enthusiastically and excitedly play with a range of ride on toys and are currently practising for their sports day. This helps children to develop control of their bodies and learn about how exercise has a positive effect on their health.

Children's health is supported effectively as there are clear policies and procedures to follow, which includes the use of checklists. These are regularly monitored and reviewed. In the case of children with colds, the procedures would help prevent the spread of infections. For example, they are encouraged to blow their own noses and reminded to wipe their hands with antiseptic wipes afterwards. Several members of staff employed to work with children hold a current first aid certificate. There is a suitable, easily accessible first aid kit. All accidents are recorded and shared with parents. As a result, children's welfare is being adequately safeguarded.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All children are cared for in the hall of a community centre. The premises are warm, welcoming, safe and clean, with plenty of natural light and suitable ventilation. There is a secure outdoor play area for children, which is accessed directly from the hall via the emergency exit doors. Children in the pre-school are able to move around freely, independently and safely, as staff complete written risk assessments before each session. The staff monitor and supervise children effectively to prevent any incidents/accidents. As a result, children confidently self-select activities from a suitable range of good quality, well maintained equipment and resources. Children can use the toilet independently once they are competent and the nappy changing area allows for dignity and privacy. These routines provide all children with a safe environment in which to relax and play.

The provider has all the required procedures and documents in place to ensure children's welfare is being safeguarded and promoted. The staff follow sound procedures to ensure children are

kept safe when being collected from the setting. For instance, the records of information on individual children include a record of the names of persons who are authorised to collect them. Any changes for a particular day are recorded on the 'In/Out' register sheet and the member of staff recording this information share it with other members of staff. They have a concise lost child procedure. Staff and children regularly practise the fire drills and record the event. Staff have an adequate knowledge and understanding of how to recognise and deal with child protection issues, but feel that they would benefit from an up-date course in line with recent changes.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle easily into the pre-school routine. They are enthusiastic and confidently choose their own activities and resources during child initiated sessions. Many of the containers are picture/word labelled enabling children to make informed choices. This also helps children to understand that words have meaning. All children participate in whole group energetic song and action rhyme activity, which involves counting. Younger children are given much more adult support and encouragement. For example, children have story time in two groups to meet their developmental needs. They also have interactive adult led sessions with activities in small groups, planned and delivered by their key workers. Key worker systems ensure staff know children well and plan and provide meaningful activities that meet their group and individual needs and interests. Activities are clearly documented and evaluated on 'activity plan' form. For example one member of staff noted that a child had a particular interest in an activity involving water and pipes and wrote on the form requesting that they repeat this activity when this particular child is present. Planning is shared with parents and there are displays of art work and photographs of children at play. This enables parents to see how their children's needs are planned for and how they are being met. As a result, children are effectively developing and progressing.

Throughout the session children are developing their communication and language skills extremely well as staff ask children open ended questions. This is particularly effective during the adult led key worker session. Children's learning is reinforced on a practical level through everyday meal time routines and naturally through their play. Children learn that lunch and snack times are social occasions as staff and children chat together, sharing experiences in a relaxed and easy way. Children are consistently encouraged to think for themselves, make decisions as they begin to explore ideas.

Nursery Education

The quality of teaching and learning is good. It meets the needs of all the children currently attending and impacts positively on the way children respond, learn and progress. Staff are clear about what is expected of them and work exceedingly well as a team. Staff have a sound understanding of the Foundation Stage and their roles and responsibilities. Staff use their knowledge to present children with many new experiences and information to suitably challenge them. They plan well to cover the contents of the early learning goals, giving children a balanced educational experience. Staff are effectively delivering these sessions to observe children and build on children's understanding. They are recording what they observe children already know and can do. These observations are being used to plan for future sessions in order to meet their individual needs. Term reports enable parents to be kept fully informed of their child's progress. Entries by parent confirm that they are in agreement with the key worker's assessment of their child's learning and development.

Children confidently initiate their own play and explore and discover things for themselves. This allows children to be in control of their own learning and helps them develop their assertiveness. Although there is a session routine, children do have opportunities to fully focus on an activity for as long as they wish. As a result children are able to gain the most from the resource or activity. One child was thoroughly enjoying her key worker session in the book corner, where she was encouraged to be the 'story teller'. When the routine interrupts this activity, staff assured her she could carry on for as long as she wished. Staff gave children lots of praise and encouragement throughout the session. They make all children feel valued by showing their efforts are of great importance, building on their self esteem and confidence. During older children's group story time children are encouraged to re-tell narratives and guess what is likely to happen next. Children also choose their own books and look through them with interest. As a consequence, children develop an enjoyment of books. Children are actively encouraged to recognise their own names through imaginative practical routines, as well as practising writing them during their keyworker session.

Children have many opportunities to practise their mathematical skills, including problem solving skills through everyday play and routines. For example, children are asked what colour, number or shape is on their label that they are given whilst they ride on their bikes. They are then encouraged to match it to an identical label on a car parking space. Their physical development is encouraged during frequent opportunities for vigorous physical play both inside and outdoors. At snack time children are encouraged to cut up sections of fruit and pour their own drinks and take turns to wash and dry the dishes. Both indoor and outdoor activities promote children's fine and gross motor skills. Every day children have a variety of art and craft activities, which contributes to their creativity. Girls in particular enjoy the home corner. All children would benefit from a wider range of multi-cultural resources, which not only stimulate both boys and girls imaginations on a daily basis, but helps them learn about equality and diversity through play. All children have opportunities to participate in the range and types of play, regardless of gender, culture or ability.

Helping children make a positive contribution

The provision is good.

Children are developing self-esteem through the many opportunities to voice their opinions, take decisions and make choices. Children are given constant praise and encouragement and are eager to follow spoken instructions. They show a great deal of care and concern for each other, playing co-operatively, sharing and taking turns. Children behave well and any incident of unwanted behaviour is dealt with swiftly and handled sensitively in accordance with children's ages and stages of development. Any on-going incidents are monitored and strategies are reviewed. Children are given consistent messages by staff and reminders about what is expected of them. As a result, children remember good manners and are eager to help staff when its time to tidy up. Children and adults have warm, comfortable relationships. Children are valued and respected as individuals. Staff work hard to ensure all ages of children are fully integrated. During some sessions the range of multi-cultural resources is limited, which does little to encourage children's positive attitudes towards others are established in these early years.

Partnership with parents is good. The manager encourages parents to visit with their children and share all relevant personal information on their child prior to them attending. As a result, children settle easily. Children's needs continue to be met well, through on-going discussion, which contributes to children's continuity of care. Staff readily make themselves available to parent's to share any concerns about their child's physical, emotional or intellectual development. Communication between staff and parents appears relaxed, friendly and informative. Parents

have equal access to general information on the setting and their child's personal records. All records are kept safe and secure in a lockable filing cabinet. The atmosphere remains calm throughout, providing children with an ideal learning environment. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The operational manual contains relevant documentation demonstrating how staff and management support all standards effectively. These impact positively on the quality of care children receive, because adults working with the children know what is expected of them. There is a register of all children booked on each session and a daily 'In/Out' sheet, recording the exact times and departures of all children and listing any changes to adults who are collecting the children. They put action plans in place with timescales to ensure that any issues are monitored and addressed. The registration certificate is displayed in a way that makes it easy for parents to see. All required documentation is in place and are regularly monitored, reviewed and updated.

The leader, deputy and all other staff are qualified and experienced. They ensure that the required adult to child ratios are consistently met. They hold staff meetings every half term and receive annual appraisals. They happily delegate duties and have appointed co-ordinators. One staff member has undertaken a recent course supporting her role as child protection co-ordinator. She cascades information to other staff members; however, staff feel their confidence to deal with any incident that arises would be better supported by attending this training in person. The registered person follows robust recruitment procedures to ensure people working with children are thoroughly vetted. Five members of staff hold a current first aid certificate. They strive to keep abreast of current childcare practice and, as a result, provide good quality care for children. The setting meets the needs of the range of children for whom it provides. Consequently, children's health, enjoyment and achievement are being promoted.

Leadership and management are good. They have a clear vision on how they want the setting to run and provide well organised sessions where staff work effectively together as a team. They monitor how well the children are making progress towards the early learning goals and this information is shared with parents. The setting is committed to improving the care and education for all its children and knows what most needs improving. The setting does assess its own teaching skills strength and weaknesses and provides staff with further training. They demonstrate how they plan and provide to meet the needs of all children currently attending.

Improvements since the last inspection

This is the first inspection since registration.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children's knowledge and understanding of healthy eating is encouraged by example

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the range of multicultural resources is sufficient, appealing to both genders, enabling all children to have opportunities to learn about equality and justice through everyday play.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk